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lish literature, the writers now living in the British Isles"? No author from among ourselves has been of more interest to the American reading public than Dr. Watson of Liverpool, as the enormous and continued sale of his *Brier Bush* testifies. Heroism and worth need not be American, to stir the American heart.

But Professor Matthews has not attempted to give us more than an introduction to American literature, and there may well be differences of opinion as to what an introduction should include. It is a safe and valuable book, and should in several features set the standard for future handbooks of literature, whether American or English.

L. A. SHERMAN

THE UNIVERSITY OF NEBRASKA

Elementary and Constructive Geometry. By EDGAR H. NICHOLS.
Longmans, Green & Co., 1896.

THIS book has been prepared mainly with reference to the recommendations of the National Committee of Ten. In it "the main facts of plane and solid geometry are taught, not as an exercise in logical deduction and exact demonstration, but in as concrete and objective a form as possible." Designed for pupils between the ages of ten and thirteen it gives little space to the establishment of principles by logical proof. The main object of the author has been to make the child perfectly familiar with the facts and the simple properties and relations of geometric forms and figures. This is to be accomplished by observing diagrams of geometric conceptions, by measuring them, by drawing them, by making them of pasteboard and other materials, and by means of the suggestive questions and discussions. Many useful and important working principles are thus learned without effort, and their certainty impressed by means of abundant concrete illustrations and frequent experimental tests.

It is expected that the book will be used as a supplement to the class-room work rather than as a text-book. After a principle has been developed in class by working out many practical problems, a lesson in the book covering the same general ground may be assigned. At the end of the book twenty blank pages have been reserved for a summary by the student of the principles and definitions as he develops them. In the text heavy type is used in stating principles and to indicate new geometric ideas as they are introduced.

For greater accuracy, the importance of which the author everywhere recognizes, two new words are coined—*symparallel* and *antiparallel*. Parallel lines which have the same direction are called *symparallel* and form no angle with each other, while *antiparallel* lines are those which have exactly opposite directions and form angles of 180 degrees.

The book is conversational in style. New ideas are revealed not by mere statement but by judicious questioning. Most of the principles the student is led to formulate for himself. Many of those points which are difficult for the child to understand—as the subjects of angles, of equivalent figures, and of areas—are explained with more than usual simplicity and clearness.

Altogether the work is one which will be suggestive to the instructor and of interest and assistance to the pupils.

EDWIN P. BROWN

THE MORGAN PARK ACADEMY

Herbart's A B C of Sense-Perception. Translated by DR. WM. J. ECKOF. New York: International Education Series.

THIS book takes its title from the second half of the volume, but the translation embraces also most of Herbart's essays on Pestalozzi, including his important monograph on the "Æsthetic Presentation of the Universe, the Chief Office of Education." The last named essay is already familiar to us in Felkins' translation. The A B C paper being the chief new contribution, the present review may properly be confined to its consideration.

The *A B C* is one of those excursions into the esoteric realm of educational theory which delight the seer without awakening a corresponding emotion in the practical worker. It is, as Dr. Harris well shows in the preface, an attempt to determine what one might conceive to be an alphabet for the observation of the spatial relations of objects. The alphabet is composed of triangles of various forms. The pupils are to learn the alphabet by studying the chief classes of triangles so as to determine the relative size of the angles and their relations to the sides. After this scheme of triangles (the alphabet of form) has been mastered by the pupil, it is to be applied to the observation of all sorts of spatial objects, those represented by art to some extent, but chiefly those met in the study of geography. Thus on page 263 we